

School Improvement Grant

Detroit Academy of Arts & Sciences

May 31, 2014



Introduction

The pathways for transforming schools into entities that support, nurture and substantially guide student development are fraught with obstacles that can impede that progress. Many of these obstacles are often beyond district control and extend from community and family challenges, the challenges faced when working with aging school facilities to the limited funding stretched to reach necessary resolutions. These external barriers to school success have been discussed in the Priority Redesign Plan and will continue to be reflected upon as the school transformation process evolves and unfolds.

Within the school environment, teachers and administrators are challenged by the perceived absence of student motivation and focus, behaviors that can be volatile and negatively reactive and academic skills that are well below grade level expectations. It is against this backdrop that the Detroit Academy of Arts and Sciences struggles to succeed. It is our intent to consider these and other issues, both qualitative and quantitative, which ultimately affected the development of an empowering school climate and culture which supports student achievement.

The SIG III funds for which we are submitting this application will assist in addressing these obstacles, both real and perceived, and will expand upon the three 'Big Ideas' outlined in the Priority Re-Design Plan to create quality instruction for all students. These interventions will greatly impact the teaching and learning process and are outlined as follows:

1. Changing the school instructional model from self-contained instruction to **departmentalized instruction** **As an intervention, this structure will allow (1)** extended student learning time in the core content areas and, (2) teachers to concentrate their teaching skills in one content area and a reading intervention group; and (3) concentrated professional development in content area knowledge and instructional practice.

2. Offering **differentiated instruction** with tiered intervention to ensure the success of all students

This three-tiered intervention at DAAS is known as the Solutions Team which seeks to ensure that students do not fall between the cracks in instructional practice but rather receive immediate academic or behavioral intervention in the general classroom as a first resort. Tier II engages the support of intervention personnel who are dedicated to targeted skill development with specific supplemental instructional materials. In Tier III, special education support services may emerge as an option for students when the capacity of the general education curriculum has been exceeded and the interventions applied in Tier II did not meet the needs of the student. This scheduling structure not only makes organizational sense but also supports the differentiation of instruction as it groups students with similar academic skill deficits and provides new challenges for the student who is ready for advanced instruction.

3. Developing collaborative, **professional learning communities** in which teachers and all staff effectively plan, monitor and evaluate student progress. Clearly, we recognize the critical importance of high quality instruction, which can only be delivered by inspired, confident, well prepared and passionate teachers. Acknowledging that it is rare that such classroom leadership intuitively emerges, we have placed great value in those professional development experiences that are designed to practically impact teacher performance and philosophically shape teaching and learning practice. Skilled, competent and effective teachers must be nurtured, supported and rewarded as they are the most influential factor determining student achievement. Job embedded professional development opportunities create that foundation for teachers and leaders to develop their skills in analyzing data and differentiating instruction.



During this pre-planning year, we began our interventions with a view toward the acceleration of our students' academic progress. Our first level analysis has been encouraging and has guided us in the adjustments that can be made in the 2014/15 school year to more efficiently and effectively reach our goals. These adjustments/future recommendations will be discussed under each idea and will provide the foundation for the grant dollars being requested.

Attachment B

SIG GRANT--LEA Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Detroit Academy of Arts and Sciences	Applicant's Mailing Address: 2985 East Jefferson Detroit, MI 48207
LEA Contact for the School Improvement Grant Name: Turquoise Neal Position and Office: Principal Contact's Mailing Address: 2985 East Jefferson Detroit, MI 48207 Telephone: 313-259-1744 ext. 1102 Fax: 313-393-3404 Email address: tneal@daask12.com	
LEA School Superintendent/Director (Printed Name): Maurice Morton	Telephone: 313-259-1744
Signature of the LEA School Superintendent/Director: 	Date: 5/27/14
LEA School LEA Board President (Printed Name): Sharon Weatherspoon	Telephone:
Signature of the LEA Board President: 	Date: 5/29/2014
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

District Name: Detroit Academy of Arts and Sciences

District Code: 82929

ISD/RESA Name: Wayne RESA

ISD Code:

FY 2013

School Improvement Grant – Section 1003(g)

District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☒ **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Priority schools it will serve with a School Improvement Grant.

From the list of eligible schools (Attachment I), an LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school. Detailed descriptions of the requirements for each intervention are in Attachment II.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>INTERVENTION</u>			
		<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
Detroit Academy of Arts and Sciences	260017401043				X

Note: An LEA that has nine or more Priority schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds. For each Priority school that the LEA commits to serve, the LEA must:

1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school. *The LEA must analyze the needs of each Priority school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CNA.)*

Maximum length 1 page

Our process for gathering and assessing the data that would guide our Transformation choice and intervention strategies was both qualitative and quantitative.

Qualitatively, the following actions were taken:

- We began with constituent surveys via a SWOT analysis. These surveys were conducted at all levels within the organization and our constituent community to identify organizational strengths, weaknesses and obstacles that needed to be addressed.
- Meetings with district improvement teams were held and also helped to shape and define the actions that were needed to bring about a change in student performance as did our meetings with student focus groups, community partners and parents. Technical assistance in analyzing our needs was provided by the educational professionals aligned with Michigan State University and WCRESA.
- In-depth PLC team meetings allowed for the discussion of performance snapshots. The work of Teachscape, Marzano and Danielson have informed our process and were used as instructive tools to guide teachers in reflecting upon their classroom organization, management and teaching practices. Synergy was built on a team basis as issues were de-personalized and addressed as a total professional group through grade level or departmental team structures. These teams also focused upon curriculum selections that would support the academic needs of our students.

Classroom observations were conducted by both school and central office personnel and observational feedback was provided to teacher teams that identified the specific needs of the change process and the pathways for reaching that change that would ultimately affect student performance.

Of course, the quantitative review of *academic performance data* was at the helm of our decision making process as we reviewed the gaps that existed in student performance and drilled down to the specific student strengths and weaknesses that were evident.

The data that surfaced was alarming and was provided by both the MEAP – our statewide summative assessment and the Scantron Performance Series which provided formative, interim and summative assessments of student performance. What we learned from the MEAP was that only 37% of our students were proficient in reading while 26% were not proficient. Only 2% of our students performed at the advanced level. These levels place over half of our students in the lowest categories of proficiency. The longitudinal data provided by the MEAP shows an up and down variance in student performance since 2008.

Our student performance in mathematics proved to be the most challenging. In the 2012-13 school year, only 8% of our students were considered to be proficient. Alarming, this data indicates that over 90% of our students have not mastered the necessary grade level content standards to meet proficiency targets. Moreover, the data shows that 80% of our students performed at the non-proficient level, indicating that most students are far from meeting the proficiency target. As we drilled down to those factors impeding progress in our team data dialogs, we determined that the lack of reading skills was a most powerful and influential factor.

The Scantron Performance Series provided us with student academic growth data three times yearly, thus allowing us to compare and analyze the incremental growth of our students over time and to adjust instructional practices accordingly. While growth in individual student performance was promising, it was not enough to meet pre-established performance targets.

It was clear, when analyzing all of the data points, that our pyramid for instruction was clearly inverted – the greatest majority of our students perform at the lowest levels of proficiency levels. These results also reflected upon our teaching practices and the need to adjust and specifically target our intervention strategies.

The analysis of all of the data points required that our choice for school leader meet both the leadership characteristics and the turnaround competencies required for school turnaround. This match was made and we continue to be pleased with the visionary administrative and instructional leadership provided by Principal Neal and anticipate a school performance turnaround.

This selection was carefully analyzed and reviewed by our district leadership team, CEO, Board of Directors and Authorizer to ensure that we captured those leadership qualities that would be required to design, support and implement a turnaround in our DAAS learning community.

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and

related support to each Priority school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Maximum length 1 page

The 2014/15 school year will begin with an organizational structure that has been modified to ensure that student achievement is our top priority and that all district and school operations surround and embrace this commitment. Every unit is structured to advance student academic success reflecting a re-alignment and re-definition of both human and material resources.

This process has considered and utilized all the resources available to the district -- both general education funds and federal entitlement resources to support the intervention personnel and implement the supplemental programs and services desired. The SIG dollars will enhance, supplement and extend these operations that should each be sustainable after the conclusion of the grant period. The school's leadership team will be positioned to carry forward the interventions once the grant funding has expired through a 'train the trainer model' of the programs that we have chosen. We will have built the capacity for sustained leadership.

Beyond these financial and human resources, we are also establishing partnerships within the corporate community that will advance our visual and performing arts programs -- which provide a well rounded education for our students and will develop skills beyond the classroom.

- Our district has also completed a district process rubric which has guided the implementation and analysis of twenty-one system processes and protocols of practice. The district:
- has put in place a process to establish a common instructional framework that includes representation from all school sites
- directs the school to target resources to implement professional development plans that support a common instructional framework
- has in place a system-wide framework for using disaggregated data from multiple measures to inform the school's efforts in closing achievement gaps
- has clear expectations for instructional practices designed to improve student outcomes
- is building a culture of commitment, collegiality, mutual respect and stability
- is in partnership with stakeholder groups and collaboratively determines a vision of powerful teaching and learning
- vision for student success serves as the primary consideration in the formation of all policies and procedures
- encourages all adults in the system to be accountable for student learning and is developing new strategies to successfully meet this goal
- has adopted and employed a research based process for continuous improvement that is focused upon the district's vision for the future and expectations for the improvement of student learning
- provides direction, assistance and resources to meet organizational and student performance goals, with additional support for low performing students
- ensures that the qualifications of all permanent staff meet state and district certification requirements
- structures professional development to support the active participation of all staff
- employs a variety of strategies to collect parent feedback prior to making budgetary and programmatic decisions
- provides stakeholders with a variety of opportunities to provide input for decisions about district operations
- has established and is implementing a comprehensive assessment system that provides access to longitudinal and current data to inform leadership and instructional efforts to close the achievement gaps
- the district has provided resources and personnel to train district leaders and the majority of instructional staff in data analysis techniques
- frequently employs multiple types and sources of data to conduct a systematic analysis of instructional and organizational effectiveness

Two of these systems have been partially implemented at this time:

- the district is in the process of developing a written curriculum
- the district is in the process of completing the alignment of curriculum instruction and assessment

The continual review of this structure will support and sustain our efforts to raise student academic achievement:

It is also important to note that the district has put in place a rigorous plan for recruiting new and seasoned teachers and is currently in the process of reviewing our teacher evaluation process as we consider options for merit pay, bonuses and other rewards for teachers who have demonstrated exemplary classroom performance and on-target student achievement. This will be a collaborative process that embraces both teachers and leadership teams.

3. For each Priority school in this application, the LEA must describe action taken, or those that will be

taken, to **Maximum length 3 pages:**

a. Design and implement interventions consistent with the final requirements

The DAAS district has, as part of the pre-planning process, begun to implement the plan of action described in the final requirements. We have (1) established **professional learning communities** at each grade level and for each department; (2) we have created a tiered intervention support structure which **differentiates instruction** and provides academic and behavior support as necessary for students who are experiencing learning challenges or, who require advanced learning opportunities in the classroom; and, (3) we have extended student learning time -- to 90 minutes -- in the core subjects of math and reading through **the departmentalization of instruction**.

At the beginning of this school year, we began to infuse our intervention choices into the daily curricular plan and organizational structure of the district. Departmentalization was introduced in grades 3 to 5; tiered intervention was provided at all grade levels; and, professional learning communities began to take shape as teachers and support personnel began to review and analyze academic data, discuss student progress and teaching practice and participate in professional learning experiences. We learned from this initial implementation and are considering these results as we move forward. The additional SIG resources will assist as follows:

I. DEPARTMENTALIZATION OF INSTRUCTION

Specific funds have not been requested to support this intervention as it is currently being addressed through the use of our general education dollars and organizational design which has extended learning time.

II. DIFFERENTIATED INSTRUCTION

- **Tiered Intervention** – to respond to the diverse academic needs of students
- **Early learning supplemental materials for K – Grade 2 – Success For All** -- to build foundational skills in early learners
- **Corrective Reading Program for students in grades 3 through 5 – Success For All** – to build foundational skills, reading fluency, accuracy and understanding
- **Intervention Teachers for each grade level** – to provide targeted, individualized student support
- **Project Seed** – for the development of mathematical skills
- **iPad use in the Kindergarten through the fourth grade** – to supplement and support the instruction in all content areas
- **After School and Summer School Programs** – to augment the intervention support that occurs during the regular schedule of the school day
- **Instructional Coach – Technology** – to introduce teachers to the systematic use of computer applications and other instructional technology in their classrooms

III. THE PLC AND PROFESSIONAL DEVELOPMENT

- **Professional Development** – to deepen the development of our professional learning communities and nurture high quality instruction
- **Teachscape** – to provide our teachers with a foundation for collegially evaluating and strengthening teaching practice through classroom observational walkthroughs.
- **External consultants** to support and guide teacher development – Utilizing the resources of WCRESA, New Frontier, Teachscape and Michigan State University

IV. SIG III GRANT REQUIREMENTS

- **School Improvement Grant Coordinator** -- to manage the monitoring process for measuring district success and the accountability required in executing the Priority Plan components and expenditures
- **Family Liaison** -- to assist our parent community and the individual needs of our students
- **Data Coach** – will drive the analysis, interpretation and application of all district/state assessments
- **External Service Provider** – WCRESA

b. Select external providers from the State's list of preferred providers

WCRESA was chosen from the list of approved providers as our preferred provider to assist in monitoring and

supporting school transformation and maintaining compliance responsibilities.

c. Align additional resources with the interventions

General fund dollars will continue to support our basic program requirements inclusive of instructional staffing, administrative personnel, technology, facilities maintenance, and other line items that are relevant to day-to-day district operations. Our existing Title I, IIA, IDEA and 31A entitlement funds will support those supplemental programs that have been established to address specific student needs or program supports. These include Instructional Coaches, academic and behavior intervention staff, tutors, extended learning time programs, professional development, computer application contracts, paraprofessionals, instructional materials and supplies, parent involvement workshops (consultants and supplies), transportation services and the support of the parent liaison.

We continue to work with the broader Detroit community to create other fiduciary support.

d. Modify its practices, if necessary, to enable its schools to implement the interventions fully and effectively.

DAAS has effectively leveraged its existing human and financial resources to implement the Priority Plan as described. Unfortunately, these defined resources limit the scope and depth of what we would seek to do for our student body on a daily basis without additional supplemental funding. We have approached the implementation of our interventions with the understanding that adjustments would be required in our organizational structure and practice in order to ensure school and district success and most importantly the optimal success of our student body. As a result of our analysis, if a unit or position did not support student achievement, it was eliminated. These decisions and others have been made in concert with the school principal and as appropriate the school leadership team.

The Principal was given the autonomy to make decisions regarding the school operations, programs and personnel; to establish class schedules that maximized learning and the time spent in academic skill development; to develop the school calendar; and to define the usage of staff. Every effort has been made by the district to support the school leadership recommendations.

We have also established a positive behavior structure to support and reward changes in student behavior; restructured the school day for instructional purposes; increased the time taught in math and reading; limited class size; established academic intervention labs for core skill development; provided teachers with consistent and connected planning time during each school day; established the Solutions Team to resolve student adjustment and/or academic challenges as part of a wrap-around process; and, initiated significant use of technology as an interactive instructive teaching tool.

e. Sustain the reforms after the funding period ends

At the conclusion of the grant funding period, we should be well on our way in demonstrating success based upon the interventions we have chosen and the fidelity with which they each were implemented. The professional development provided to our teaching teams should strengthen current teaching practice and sustain this practice for the duration of the teachers' professional engagement with the DAAS learning community. It is expected that the knowledge gained and the systems installed will continually be refreshed by additional professional development experiences designed to meet staffing needs, as necessary. These experiences would be funded through existing GEF or entitlement resources.

Sustainability is greatly dependent upon teacher retention and stabilization. It is critical that the district maintain the instructional continuity of the teaching team to ensure consistency in practice and focus and it is our intent to do so. However, this does not preclude the responsibility to remove teachers who are not performing or who do not demonstrate the ability to perform at the expected levels. Therefore, decisions will be made, as necessary, to release some staff and re-define the roles of others as we move forward.

For the **early learning supplemental and corrective reading programs (SFA)**; the **TeachScape teacher evaluation and development system**; and, **Project Seed** the major expenses are up front in the purchase of materials and the

consultant services required for system implementation. These costs will be diminished over the period of the grant and after year 3 will require a minimal investment to retain – an expense that will merge into our yearly general curriculum and operational commitment.

Professional Development will be a continuous process based upon the emerging, critical needs of our teaching and support staff. These ongoing costs should be minimized and can be absorbed by the existing general fund and entitlement dollars.

The **iPad** purchase is a one-time expenditure and should only require a replacement investment in the future.

The **After School and Summer School programs** will continue beyond the grant and will be based upon future student need. It is expected that this intervention will generally be funded by the existing Title I budget.

It is anticipated that our student and family needs will not dissipate and that the **Family Liaison** position along with that of our school social worker will assist in meeting family challenges. The Family Liaison position would become absorbed by Title I fund dollars at the conclusion of the grant and with the diminished accountability reporting and compliance requirement the **School Improvement Grant Coordinator** position would be dissolved.

The Instructional Coaches in each of the content areas would assume the **Data Coach function as part of their ongoing responsibilities**. This functional alignment allows us to ensure that the curriculum, teaching practice and assessment data are consistently measured against State standards and district expectations. At the end of the grant period, this structure maximizes the understanding and delivery of data driven instruction.

The **Instructional Coach – Technology** position would become a part of the existing Title I funds allocated to our district.

Ultimately, our professional learning communities should be stronger because of the experiences provided and the consistency with which they were implemented. By year three we will begin to back ourselves out of the original and more costly investments as we will have empowered our teachers to teach more effectively and productively and empowered our students to learn how to learn, think and achieve.

It is critical that we remain in a continuous improvement mode that identifies high performing teachers and support personnel that can provide the critical mass for sustaining the reform effort. The intervention choices support our capacity building commitment as the greater expenses of implementation are up front, during the first year of implementation. At the conclusion of the grant, it is expected that teaching skills will have catapulted to new levels of expertise; that time has been organized and attention has been given to meet student needs and individualize interventions so that students can catch-up; and, that the synergy of collaboration has created a school environment that provides a support network for the achievement of all students.

It is recognized that increasing teaching capacity takes time as will the simultaneous introduction of supplemental materials but, with the plans to train and retain the existing teaching staff, our capacity for success increases.

Beyond our general education and federal funds, our district is currently seeking and has received the support of community partners who will embrace our district's vision and school improvement needs– for both the long and short term. Our stakeholders include faith-based organizations, community service organizations, media outlets, health centers, career professionals and local businesses. We are positioning the district for future success and look forward to embracing the resources both human and financial that our community can offer.

Recognizing the value of our external partners, DAAS continues to work collaboratively with Oakland University, its authorizer; the Michigan State University liaison; and WRESA to support and advance the progress of the school.

Finally, the systems and structures we will put in place should expand the district's capacity to maintain the efficacy of and commitment to each intervention priority.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Priority school identified in the LEA's application.
Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion.

Action Step	Person Responsible	Start Date	End Date	Success Metric
DIFFERENTIATION OF INSTRUCTION	Principal			
Early learning supplemental reading program— Success For All	Instructional Coach	Sept. 2014	June 2015	Student performance on formative, interim and summative assessments/students meeting curriculum standards
iPads in the Kindergarten and First Grade	Principal Instructional Coach	Oct. 2014	June 2015	iPads and their instructional use have been provided to all K and first grade students
Corrective Reading Program for grades 2 through 5 SRA McGraw Hill Scholastic Guided Reading	Principal	Sept. 2014	June 2015	Positive academic growth as determined by formative, interim and summative data
Project SEED	Principal	Oct. 2014	June 2017	Measured success as seen on valid assessments
Instructional Coach - Technology	Principal	Sept. 2014	June 2015	Teachers access and use of technology
Implementation of tutorial support for 2 nd through 5 th graders	Principal	Oct. 2014	June 2015	Increased student performance on formative, interim and summative assessments
After School Programs	Principal Sylvan Learning Systems	Oct. 2014	June 2015	Analysis of student assessment tools and benchmark performance
Summer School Programs	Principal Sylvan Learning systems	June 2015	August 2015	Meeting projected individualized summer school academic goals
PROFESSIONAL DEVELOPMENT/PLCs			June 2015	Evidence of increased synergy, collaboration and utilization of data and other performance observations by staff
Deepen the professional development of PLC's	Principal	Oct. 2014		
Substitute teachers to support embedded PD	Principal	Oct. 2014	June 2015	Supported by the professional development schedule and teacher participation

REQUIRED COMPONENTS**Wayne RESA
External service provider**Principal
Leadership Team

Sept. 2014

June 2015

Determined by performance
evaluations classroom observations
and student performance
Report documentation and gathering
of accurate supportive data**SIG Coordinator**Principal
Grants Coordinator

Oct. 2014

June 2015

Data Coach

Principal

August 2014

June 2015

Leadership team and instructional
staff skilled in the interpretation and
application of data**Family Liaison**

Principal

July 2014

June 2015

Partner relationships, experiences
provided for parents, parent feedback

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Priority schools that receive school improvement funds.

MEAP Proficiency: All Students

Content	Current Proficiency	Year One	Year Two	Year Three
Reading	68%	75%	81%	87%
Mathematics	37%	47%	53%	60%

MEAP Proficiency: Bottom 30%

Content	Current Proficiency	Year One	Year Two	Year Three
Reading	13%	18%	23%	28%
Mathematics	10%	15%	20%	25%

6. For each Priority school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. **(No response needed.)**

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Priority schools that receive school improvement funds. **(No response needed.)**

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA. **Maximum length 1 page**

Prior to the beginning of the school year, surveys were conducted at all levels of the organization and within our constituent community to identify organizational strengths, weaknesses and obstacles that needed to be addressed. This SWOT analysis identified as its major concern the establishment of systems to monitor and guide positive student behaviors as well as structures that would more effectively meet the individual academic needs of learners.

Also, at the beginning of the school year, all parents, staff and community constituents were informed of our priority status and invited to ask questions. This communication was shared across the board by the district CEO.

Meetings were also held with all learning communities to discuss perspectives and perceptions on needed change and student concerns were addressed through student Council meetings and expanded with individual "School Change Projects."

Such discussions have been ongoing with district constituents and outside partners. Community stakeholders have been consistent partners and are critical in supporting our district vision and mission. These partners are aware of our district challenges and the barriers or obstacles to our success and have positioned themselves to assist in meeting expressed needs. Their engagement is not limited to visionary support but also extends to meeting individual family needs i.e., housing, clothing, food and furniture. Our partners have been significantly supportive in meeting the challenges that impact family dysfunction and stability, thereby affecting student progress in school.

We value our community partnerships and place a strong emphasis upon family engagement. Numerous activities and events are held throughout the year to encourage regular parent participation. Notwithstanding the transportation challenges, we find an increase in or parent support. Some of these activities include parent seminars covering everything from household budgeting to providing academic support at home; participation in field trips; volunteering in the school; leading special student projects; sponsoring after school clubs; attending student performances and most importantly participating in Parent Teacher Conferences. Our Parent Resource Center serves as the hub of this activity as well as an information point for connecting to community service and the development of skills in using computer systems.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve.

- The LEA must provide a budget (*see budget submission packet, beginning on the following page*) that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Priority school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Priority schools; and
 - Support school improvement activities, at the school or LEA level, for each Priority school identified in the LEA’s application.

Note: An LEA’s budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Priority school the LEA commits to serve.

An LEA’s budget for each year may not exceed the number of Priority schools it commits to serve multiplied by \$2,000,000.

Example:

DETROIT ACADEMY OF ARTS AND SCIENCES BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Priority School #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

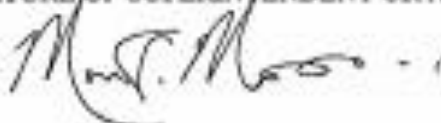
SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Detroit Academy of Arts and Sciences		District Code 82929
	Address of District 2985 East Jefferson		
	City and Zip Code Detroit 48207		Name of County Wayne
CONTACT PERSON	Name of Contact Person Turquoise Neal	Title Principal	Telephone (Area Code) (313) 259 - 1744
	Address 2985 East Jefferson	City Detroit	Zip Code 48207
	E-Mail Address tneal@daask12.com	Facsimile (A.C./No.) (313) 393 - 3404	

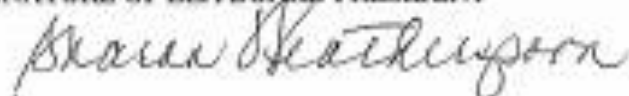
SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date

5/29/14

SIGNATURE OF LEA BOARD PRESIDENT



Date

5/29/2014

SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Priority school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See Page 7 for example.)**

SCHOOL BUILDING

Legal Name of School Building Detroit Academy of Arts and Sciences	Building Code	Name and Title of Authorized Representative Maurice Morton, Chief Executive Officer	
Mailing Address (Street) 2985 East Jefferson		Signature	
City Detroit	Zip Code 48207	Telephone (Area Code/Local Number) (313) 259 - 1744	Date Signed (m/d/yyyy) 5/28/2014
Name and Title of Contact Person Turquoise Neal, Principal		Mailing Address (If different from agency address)	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.

1. BUDGET SUMMARY FOR: Detroit Academy of Arts and Sciences

LEGAL NAME OF APPLICANT:				District Code	
Detroit Academy of Arts and Sciences				82929	
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity 2014

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs				\$620,000			\$620,000
210	Pupil Support Services				\$1,800,000			\$1,800,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services							
221	Improvement of Instruction			\$1,230,000				\$1,230,000
225	Instruction Related Technology				\$500,000			\$500,000
227	Academic Student Assessment							
230	General Administration							
232	Executive Administration							
240	School Administration			\$270,000				\$270,000
250	Support Services Business							
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction							
331	Community Activities			\$300,000				\$300,000
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL			\$1,800,000	\$2,920,000			\$4,720,000

The DETROIT ACADEMY OF ARTS AND SCIENCES SIG BUDGET

INTERVENTION	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year total
	Pre-implementation	Year 1 Full Implementation			
Workshops, materials, consultants, participant, stipend costs and substitute costs. Professional Development Providers include: Teachscape, New Frontiers, MDE, Wayne RESA	\$150,000	\$100,000	\$100,000	\$100,000	\$450,000
Use of SFA supplemental early learning program –Materials, training, and consultant service	\$150,000	\$100,000	\$100,000	\$100,000	\$450,000
Math Intervention Materials – manipulatives, calculators, workbooks	\$80,000	\$30,000	\$30,000	\$30,000	\$170,000
Project SEED – a supplemental math instructional program		\$50,000	\$50,000	\$50,000	\$150,000
iPads will be purchased to create one-to-one program 600 @ \$500.00 + Carts + Accessories (Headphones, cases, etc) + Apps	\$500,000				\$500,000
Intervention teachers will provide academic support to at-risk students.		\$200,000	\$200,000	\$200,000	\$600,000
Instructional Coach - Technology		\$80,000	\$80,000	\$80,000	\$240,000
Summer School Programs - Sylvan Learning, Transportation, Services, Student Materials, Snack		\$150,000	\$150,000	\$150,000	\$450,000
After School Programs - Sylvan Learning Systems, Based upon 400 students, Transportation services, student materials, snacks		\$200,000	\$200,000	\$200,000	\$600,000
School Improvement Grant Coordinator		\$90,000	\$90,000	\$90,000	\$270,000
Wayne RESA		\$100,000	\$100,000	\$100,000	\$300,000
Data Coach		\$80,000	\$80,000	\$80,000	\$240,000
Family Liaison - Materials and supplies		\$100,000	\$100,000	\$100,000	\$300,000
Totals					\$4,720,000.00

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return these pages with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92 of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award.
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that subaward data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

An applicant or subrecipient assures that it will timely report data as needed to the MDE for the purposes of federal reports for any subaward on a grant awarded by the U.S. department of Education will be reported for each action or subaward that obligates \$25,000 or more in Federal funds that does not include Recovery funds (as defined in section 1512(a)(2) of the American Recovery and Reinvestment Act of 2009, Pub. L. 111-5)

IN ADDITION: This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with School Improvement funds.
7. If the recipient implements a restart model in a Priority school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
9. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
10. The recipient must report to the SEA the school-level data required under section III of the final requirements.

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date: 5/28/2014

SIGNATURE

TYPED NAME/TITLE: Maurice Morton

Section A

1. Analysis of data. (Maximum length 1 page) In June of 2012, in preparation for the state's redesign/reform planning, DAAS teachers and administrators completed an extensive analysis of our school's data. The report identified areas of strength and challenge.

Demographic Data: Detroit Academy of Arts and Sciences is a charter school located in downtown Detroit. DAAS is one of the largest charter elementary schools in Detroit with a population of over 600 students. Over 80% of the student population utilizes the school's free transportation. Students reside in various neighborhoods in Detroit. Most parents lack transportation means to bring students to and from school and to attend school activities. The district's free and reduced eligibility is over 90%. Ninety-nine percent of the students are African American. DAAS has a higher than average population of students with special needs at 15%. The district percentage is 13%.

Reading Data: Over the last three years, MEAP reading proficient rates have fluctuated. On the Fall 2012 MEAP Reading test, the proficiency rates were as follows: 43% in 3rd grade, 35% in 4th grade, and 34% in 5th grade. Three-year trend data in reading showed that each grade level showed positive trends with the exception of 5th grade. In 2012, 5th grade proficiency decreased from 42% to 34%. Data from Scantron Performance Series Test (PST) was consistent with MEAP data. According to our PST data, 72% of our students met their annual growth target; nevertheless, over 60% of the students were still performing the significantly below grade in the 20th percentile level.

Mathematics Data: Trend data in mathematics has shown the least amount of improvement and has the lowest level of student proficiency. Overall, only 34% of DAAS Elementary students are proficient in math. In 3rd grade, 11% of students were proficient in on the MEAP in 2011, but only 7% were proficient in 2012. In 5th grade, 9% of students were proficient on the MEAP in 2011. Student achievement in mathematics was significantly below the state targets of performance. PST data showed that the majority of DAAS' students were performing in the 10th percentile.

Science Data: On the 2012 MEAP Science test, none of our students were proficient. When looking closely at the data, of the 48 grade level content expectations (GLCE) assessed, 8 of the GLCE were at the 2nd grade level and 17 were at the 3rd grade level. Out of 48 GLCEs, there were 18 GLCEs with more than a 20% gap between DAAS student performance and statewide performance; 35 of the 48 assessed GLCEs showed a gap of 15% or more between DAAS student performance and student performance state-wide. Upon further analysis from teacher surveys, 85% of teachers admitted to rarely utilizing hands on experiments during instruction, 55% responded that they did not enjoy teaching science and 65% of teachers indicated shortening science lessons to allot additional time for Reading and Mathematics instruction. Hence the need for departmentalized instruction.

School Process Rubric Data: Data from our School Process Rubric showed strength in *Governance and leadership* and *Using Results for Continuous Improvement*. An area for improvement was in *Purpose and Direction*. To improve this area, the school's administration utilized the summer of 2013 to strengthen the school's policies and procedures. On the 2014 EdYes Report, this was rated as Implemented. During the 2013-14 school year, the school's focus has been to ensure that all subject areas are horizontally and vertically aligned to support all learners.

Overall: Our Comprehensive Needs Assessment showed that about 75% of our students' instructional level is two to three grade levels below their current grade level. The percentage of students who at and above grade level in both reading and math is less than 10% of students at each grade level.

2. School Building Capacity – Resource Profile **Maximum length 1 page**

a. The MDE requires the following positions/funding for schools receiving SIG funds during the three-year period of funding. These positions/funding may be funded with School Improvement Grant funds:

School Improvement Grant Coordinator/Facilitator

This position will provide leadership in the school with the basic components of continuous school improvement including needs assessment, data analysis, standards alignments, instructional strategies, formative assessment, and instructional leadership specific goals outlined in the Redesign Plan. The SIG Facilitator will work to enhance the instructional leaders' capacity to support, promote, lead, and sustain professional learning that improves both teaching practices and learning outcomes for all students. In addition, the School Improvement Grant Facilitator will assist the school leadership in monitoring and evaluating the implementation of the Redesign Plan and activities outlined in this grant.

Data Coach

The Data Coach will gather, organize, synthesize, and present data to diverse audiences. Effectively interpret formative and summative data, communicate results, problem solve, and collaboratively make decisions that significantly impact instructional practices and student achievement. Coach staff (including administrators) to support effective use of data resulting in changes that increase student achievement. The Data Coach will also facilitate ongoing coaching around assessment practices and data use to inform instruction through data discussions in professional learning communities.

Family Liaison

The Family Liaison will actively collaborate with families to engage them in academic interventions to increase student success. The Family Liaison will work to expand relationships with parents into promoting parent child interactions which improve learning, increase focus on literacy and engage parents as their child's FIRST teacher. The Family Liaison will organize academically based workshops to build parent's familiarity and knowledge of skills and strategies that help parents be effective partners in their academic career.

b. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer.

The DAAS school district embraces the belief that the ongoing professional development of our instructional staff is critical to the success of our schools and the development of our students. Staff professional development is an on-going process that takes place throughout the school year. The goals established in our transformation outline the specific professional development necessary for increased student achievement. The Professional Development calendar is designed to assist teachers with the implementation of the programs and strategies stated in our plan.

Each month the staff will either participate in a Saturday workshop or a school day workshop. Staff will receive stipends of Saturday workshops.

c. The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.)			

The school will utilize funds from multiple sources to support the efforts outlined in our transformation plan. Sources include: General funds, Title IA, Title IIA, Section 31A, IDEA and SIG. The school will also seek funding from outside grant sources to increase the impact of our redesign activities.

Funding	Items
General Funds	Curriculum Materials; School Nurse; Technology Director
Title IA	Provides additional support staff to assist struggling students, supplemental instructional materials, and activities for parent engagement; Technology Tools
Title IIA	Provides opportunities for ongoing, job-embedded professional development; Teacher leaders to provide job-embedded professional development
Section 31A	Provides resources to support at-risk students social emotional
Oakland University (Authorizer) School Improvement Grant	Leadership professional development; Performing Arts Programs; School Library; Science Laboratory;

3. School Building Commitment

*Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence-based research, collaboration, and parental involvement. Union representation must be included in the development of this grant application. Michigan Department of Education staff will conduct face-to-face or conference call interviews with the SIG teams of each school that is selected to receive a School Improvement Grant prior to the grant being awarded. **Maximum length 1 page***

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

DAAS school staff was involved in the development of the redesign plan at the initial stages of the school's designation. Staff members include administrators, school improvement team members and teachers met several times with the District Administrative Staff and school Principal to review data pertinent to the creation of the redesign plan. Parents and other community stakeholders were invited to participate in these meetings as well. There was a collaborative effort to design a plan would be supported by all stakeholders. This process ensured that there was joint decision-making in the creation of the plan.

As the plan worked through various stages, feedback was solicited from stakeholders. At critical points, the plan was shared with the entire staff for input and feedback. Members of the staff at all levels had an opportunity to add and to development of the plan. The helm of planning was the building level's leadership team; district personnel played a supportive role in assisting with the meeting all of the criteria of the plan.

The staff believes that the plan presented provides will provide the best opportunities for the students to grow and excel academically. They also feel that the plan gives them a lot of support to grow and develop academically. Over 95% of the staff has agreed to return to the school next year to be a part of the implementation of the plan.

b. Explain the district and school's ability to support systemic change required by the model selected.

The school's leadership team works to deliberately ensure that the staff stays focused on improving student achievement. The district leadership team will work collaboratively with the school' leadership team to monitor and evaluate student performance. The teams will work to continuously monitor and evaluate the implementation of the plan. In addition to the school and district teams, there will be support from the our external provider Wayne RESA, our authorizer - Oakland University, the state appointed Intervention Specialist and our school's monitor. All of these supports will provide assistance and feedback with the implementation of our plan.

DAAS regularly communicates with stakeholders regarding our progress and goals. This information is provided via our school's website, quarterly newsletters, assessment reports, report cards, and various social media outlets.

Our Human Resources Department ensure that all staff are certified and qualified to teach in their assigned area and grade level.

The school conducts annual evaluations of all staff. Staff who are have not been rated as effective are released or given a corrective action plan that is monitored by the Principal. Student data is a component of the evaluation.

The Principal is evaluated to ensure that they are meeting the expectations of the reform plan.

Teachers are given daily common planning time to work in professional learning communities. Additionally, teachers have to the opportunity to work in departmental professional learning bi-weekly. Artifacts from these meetings are used to ensure that teams are working effectively.

Teachers are provided job embedded professional development. Instructional Coaches and Lead teachers assist teachers with implementing instructional strategies. Monthly professional development workshops will be held. The workshops will give teachers additional support with improving instructional practices and implementing the plan.

Data analysis is embedded in all decision-making. Teachers and administrators will use formative, summative and interim assessment data to determine if students are making progress toward annual goals. If students are not making progress, the school will offer additional professional development or support to teacher to ensure that progress is being made.

c. Indicate whether or not an agreement with the union will be required to support extended learning time, and if so, will the agreement be signed prior to SY 2014-15?

DAAS is a charter school and does not have union.

4. School Improvement Plan

Attach School Improvement Plan

5. External Provider Selection

*Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list. **Maximum length 1 paragraph***

The administrators at the Detroit Academy of Arts and Sciences realized the necessity to partner with reputable vendors to ensure that there would be long lasting embedded changes in the areas of curriculum, instruction and assessment as well as in the use of data driven decision making model used by PLCs.

DAAS decided to use the following process for screening, selecting and evaluating potential external providers.

1. The provider must have a proven track record of success in working with schools similar to our school and student population.
2. The provider's services must be clearly aligned with the reform efforts outlined in the plan.
3. The provider must be willing to be held accountable to high performance standards.
4. The provider must provide qualified staff with experience in working with turnaround schools.
5. The provider must agree to submit timely written evaluation of progress.

DAAS has built a positive relationship with the staff at Wayne RESA. RESA is knowledgeable of the school reform office and has assisted other schools, similar to DAAS, school reform. We would like to continue to work Wayne RESA and have chosen them to be our external provider. Because of our long-standing partnership, the district has approved this decision.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection. **Maximum length 1 page**

a. Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to build capacity.

Teacher teams will assist with the hiring of staff who is experienced and knowledgeable of the school's intervention plan. School administrators will ensure that new staff has the commitment of working a turnaround school. Professional Learning Communities and Instructional Coaches will align goals and efforts with the intervention strategies.

b. Describe how community resources will be aligned to facilitate implementation of the intervention selection.

The school works closely with several community organizations. These organizations provide mentorship (Lifting as We Climb Foundation), human resources (Grandparents Program), social/emotional support for students (Children's Center) and food, clothing and supplies (Gleaner's Food Bank, ABC Transportation, and Mercedes Benz) to help remove barriers that may impede students' learning.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed. **Maximum length 1 page**

a. Describe how extended learning time (lengthening the school day, week or year) will be scheduled.

DAAS will increase learning time for all students in the school, including additional time for instruction in the core academic subjects, instruction in other subjects and provision of enrichment activities and collaborative time for teachers to engage in professional development to improve academic achievement.

The school schedules has been restructured to accommodate 90 minutes of reading in grade 3 -5 and 120 minutes in grades K -2, and 90 minutes of math for all grades. Reading is not restricted to only ELA; strategies for reading in other academic subjects will be included as per Michigan Common Core Standards in social studies, science and math. Extended learning time is also provided afterschool and during the summer. All students are eligible to participate. If students are not able to attend school after hours, DAAS makes several programs available at home such as Study Island, Reading Plus, Reading Eggs and Math Facts in Flash.

b. Describe how extended learning time will be spent engaging students in learning, not just adding clock time to a schedule.

The extended learning time that is added is built into the Master Schedule. Students attend an additional Reading/Math lab course, which is graded. Teachers also collect assessment data to monitor students' progress.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2014-2015 school year.

See LEA Timeline

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three. Attachment I requires annual goals to be set for each leading/lagging indicator.

	Current Proficiency Rate 2014-15	2015-2016 Goal	2016-2017 Goal	2017-2018 Goal
Reading	68%	75%	81%	87%
Mathematics	37%	47%	53%	60%
Writing	45%	50%	55%	60%
Social Studies	15%	25%	30%	35%
Science	0%	10%	15%	20%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application. **Maximum length 1 page**

All stakeholders have been involved in the process for the selecting an intervention and preparing the application. A staff meeting in which all district and school staff were present was held to notify stakeholders all of the intervention models and the process for selecting a model. The district's Chief Executive Officer notified the Board and charter school authorizer. Meetings were held to discuss and select the intervention model. Parents were invited to a meeting to discuss options and identify areas of need. Throughout the preparation of this application at various the stages drafts and progress reports were shared with all stakeholders for feedback.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **Maximum length 1 page**

At the conclusion of the grant funding period, we should be well on our way in demonstrating success based upon the interventions we have chosen and the fidelity with which they each were implemented. The professional development provided to our teaching teams should strengthen current teaching practice and sustain this practice for the duration of the teachers' professional engagement with the DAAS learning community. It is expected that the knowledge gained and the systems installed will continually be refreshed by additional professional development experiences designed to meet staffing needs, as necessary. These experiences would be funded through existing general fund or entitlement resources.

Sustainability is greatly dependent upon teacher retention and stabilization. It is critical that the district maintain the instructional continuity of the teaching team to ensure consistency in practice and focus and it is our intent to do so. The basis of this plan and support efforts is to build self-efficiency. Through our partnership with Wayne RESA and other reputable providers such as Teachscpae and New Frontier, we intended to build capacity that would allow us to continue to sustain and improve after the grant period.

12. State Reform Plan

Attach approved State Reform Plan **(DO NOT insert here, upload as a separate file)**

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2014-15. Complete budgets for each building together with narratives must be entered into the MEGS+ system.

See LEA Budget

Section D.

Baseline Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on a yearly basis.

USED Baseline Data Requirements: Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
Which intervention was selected	Transformation
Number of minutes in the school year	72,720
Dropout rate (Numeric %)	N/A
Number of Disciplinary Incidents	75
Number of Students Involved in Disciplinary Incidents	100
Increased Learning Time	
ILT – Longer School Year	No
ILT – Longer School Day	No
ILT – Before or After School	Yes
ILT – Summer School	Yes
ILT – Weekend School	No
ILT - Other	-
Student attendance rate (Numeric %)	92%
Advanced Coursework	
Dual Enrollment Classes	N/A
Advanced Coursework and Dual Enrollment Classes	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
High School Graduation Rate	N/A
College Enrollment Rates (Numeric %)	N/A
Truants (Numeric)	8%
Teacher Attendance Rate	82%
Highly Effective Teachers (Numeric %)	15%
Effective Teachers (Numeric %)	48%
Minimally Effective Teachers (Numeric %)	15%
Ineffective Teachers (Numeric %)	2%
Explanation of other types of increased learning	-

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how each required element will be implemented.

1. Replace the principal

The implementation of a clearly focused redesign plan requires innovative, knowledgeable and experienced leadership that is companioned with a strong commitment and vision to implement change. This key leadership responsibility rests squarely with the building Principal and must be support by the district's central administrative offices. The school principal must serve as a catalyst to change and possess the skills required to keep staff positively focused and moving forward.

When we reflected upon this leadership expectation and contemplated our selection option, we were mindfully and sometimes painfully aware of what was before us and the most critical decision that we would make was that of the Principal selection. Given the demographic of the district and our district expectation for academic excellence, the Board of Directors, the CEO and the central administrative leadership team has embraced the opportunity to retain our newly hired Principal. Mrs. Turquoise Neal was appointed to the Principalship of DAAS in October of 2012, after her predecessor was released from the district. Mrs. Neal is an educator who embodies the following leadership credentials and characteristics – beyond those required in academic preparation.

The Principal appointed to lead us through this redesign process is not an unknown entity to the district. Prior to this appointment, she has served DAAS for over twelve years and has had the opportunity to demonstrate these leadership skills as a teacher, Title I Director, and Director of Curriculum and Instruction.

2. Include student data in teacher/leader evaluation

New state legislation requires that annual performance evaluation of all educators and seeks to include expanded measure that will engage both teachers and administrators; provide for a rigorous, transparent, fair and consistent performance evaluation system; focused upon student growth and accomplishment; and that will inform operational decision making such as professional development, promotion, retention and compensation.

The DAAS Teacher and Leader Evaluation embrace research-based qualities that exemplify high quality teaching performance standards. Beginning with the 2013-14 school, Student Academic Progress will make up 25% of the teacher and leader's evaluation. Data will be gathered from local assessments including Scantron's Performance Series Test, Unit Assessments and student grades.

3. Evaluations that are designed with teacher/principal involvement

The teacher and leader evaluation plan rubric was created in collaboration with the Personnel and Professional Learning Committee of the District Improvement Team. The District Improvement Team is comprised of Teacher Leaders, Instructional Coaches, Intervention Staff and District Staff. The team reviewed a draft of the evaluation tool to ensure that performance standards were aligned with Teaching for Learning standards. Adjustments were made to accurately measure teacher effectiveness. Drafts were shared with teacher teams for feedback. The District Improvement Team as well as the school Board of Directors adopted the final tool.

4. Remove leaders/staff that have not increased achievement

The evaluation process is well structured for both administrative and instructional personnel with formal reviews occurring two times throughout the school year. The intent of this frequency is to ensure that all staff remains on target and that student achievement has remained the central focus.

For instructional staff, this process currently begins with the first meeting, the goal setting review between the administrator and the teacher – a review that clearly defines the goals for the year and the performance standards that will be modified as necessary going forward o also incorporate a system for measuring changes in instructional practice resulting for m professional development. At this time, formal and informal observations are held in the fall, winter, early spring and June.

All administrators and staff all have a one-year contract, which is renewable the following year. The Board of Directors concluded that administrators who do not increase student achievement might be removed based on a given set of policies and procedures. When student achievement does not increase, the Chief Executive Officer will create an Individual Development Plan for the administrator. The CEO will meet periodically with the administrator to monitor progress to ensure that it is being implemented with fidelity. If the CEO determines that adequate progress is not being made, the CEO will modify the plan. After subsequent meetings, the CEO determines that the administrator is not qualified to serve as the reform leader.

Documentation and timelines are required to remove ineffective teachers. Specific steps and guidance for termination of an ineffective teacher include: the creation and monitoring of an Individualized Development Plan with specific goals and objectives, student achievement and growth monitoring, and documentation of progress towards goals and objectives. If the teacher does not show signs of improvement after two meetings, the principal in coordination with district administration will release the teacher.

5. Provide on-going job embedded staff development

Staff will have the opportunity to participate in job-embedded professional development. Each grade level team has common daily planning period during which the following topics are discussed:

- **Data Analysis** - Staff discuss plans for differentiation, remediation, and re-teaching based on student needs.
- **Technology Integration** – Staff discuss methods for integrating technology in instruction, student independent practice, and the connection between home and school.
- **Response to Intervention (RtI)** – Staff will identify and discuss students in need of additional support to meet state standards.

Another level of embedded professional development is provided in the classroom by Instructional Coaches who guide and support teachers in the identification, introduction, and measurement of evidence based best practices for increasing student achievement. Specifically, their role address data driven instruction, the utilization of technological tools to differentiate instruction and the development of content specific instructional strategies.

Other job-embedded professional development activities include: literacy content presentation, focused classroom visit, co-planning, small group conferences, modeling lesson, and co-teaching from Instructional Coaches. In addition to the above stated opportunities, coaches schedule pre-conferences with staff to establish the purpose, goals, procedures to be utilized and a post-conference provided feedback, an opportunity for reflective thinking, and establish the next steps for action and/or improvement.

6. Implement financial incentives or career growth or flexible work conditions.

The Board of Directors and District Administrators will recognize and reward school teachers and other staff members who earn “highly effective” ratings on their spring evaluation. Our current teacher evaluation rubric includes the use of students’ growth data as a significant factor in the evaluation process. Teachers of core subject areas whose composite Scantron PST score is above 90% will earn a \$1,000 bonus.

The School Administrator will have the opportunity to earn an incentive for increased student achievement as well. The bonus will be determined based on a 5% average growth per grade level. The process to determine award eligibility is the same as for the teachers. The District CEO will make the recommendation to the Board of Directors. The award determination will be completed by June 30th of each school year.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

At DAAS, two achievement tests have served as benchmarks academic achievement - MEAP and Scantron's Performance Series Test (PST)

Our MEAP data shows that only 37% of our students were proficient in reading. While this percentage was an increase from the 2011-2012 school year, it is still 29% lower than the state's average proficiency percentage of 66%. A further analysis of our MEAP Reading scores, showed an increase of 5% in 2011-2012 to the 2012-2013 school year. The percentage of students who were "not proficient" (level 4), decreased from 28% to 26% and the percentage of students performing who performed at an "advanced" level (level 1) increased from 1% to 2%. Gains in reading can be attributed to the pilot of flexible reading groups at specific grade levels.

Our students' performance in mathematics proved to be the most challenging. In the 2012-2013 school year, the percentage of students who was proficient was 8%. Alarming, this data indicates that over 90% of our students have not mastered the necessary grade level content standards to meet proficiency targets. Moreover, the data shows that 80% of our students performed at the "not proficient" level (level 4) indicating that the most students are far from meeting the proficiency target.

During the 2012-13 school year, none of the DAAS students performed at the proficient level. While statewide performance was not significantly high at 13%, a proficiency rate of 0% shows that significant improvements must be made in science. When looking closely at the data, of the 48 grade level content expectations (GLCE) assessed, 8 of the GLCE were at the 2nd grade level and 17 were at the 3rd grade level. Out of 48 GLCEs, there were 18 GLCEs with more than a 20% gap between DAAS student performance and statewide performance; 35 of the 48 assessed GLCEs showed a gap of 15% or more between DAAS student performance and student performance statewide.

Data from Scantron was matched MEAP performance in reading: 3% of students performed "at the above" level; 11% performed at the "high average" level; 31% of students performed at the "low average" level; and, 55% of students performed at the "below average" level. Performance levels are determined based on national norms for students in the same grade level. At the end of the school year, 33% of students met or exceeded their annual growth target. Unfortunately, 67% of students performed below or far below their annual growth target.

In Mathematics, Scantron Performance Series data showed variances. The percentage of students who performed at the "above," "high average," and "low average" levels was 44%, with a remaining 56% of students performing "below average." The percentage of students who met their annual growth target was 34%. Again, 65% of students did not meet their annual growth target.

Technology Integration

Studies show that when students are excited and engaged in classroom instruction, student achievement will increase. Classrooms with high student engagement have more time-on-task which leads to an increase in student achievement. According to Apple's Education Research, "Students who are engaged in their learning score higher in writing assessments, demonstrate better analytical skills, engage in problem solving, and collaborate more effectively on schoolwork." Based on current research the best strategy to address this generation of students is through technology. This generation of students has been labeled as the "digital natives" and "iGeneration" because they began interacting with technology at an early age and have a greater understanding of its usage. Statistics about this generation show

- 94 percent own cell phones, and 56 percent own mp3 players.
- 76 percent of iGeners [iGeneration] use instant messaging for upwards of eighty minutes every day and
- 94 percent of those same users report doing other tasks on the their computers while engaged in conversations with peers.
- 59 percent of school-aged iGeners are already sharing their artwork, creating videos, designing Web pages, maintaining blogs, and remixing content created by others online.
- 55 percent have created profile pages on social networking sites like Facebook or MySpace, and

- 47 percent have posted images on photo-sharing sites where others could comment on them. (Junco & Mastrodicasa, 2007; Lenhart, Madden, Smith, & Macgill, 2007)

The conclusion that must be drawn from this research is that if educators want to better engage students, technology should be at the forefront of the improvement efforts.

It is DAAS' intentions to meet the needs of the iGeneration and use technology to transform student learning. The main goal of the program is transform teaching and learning through technology-centered classrooms. Over the course of three years, it is our goal to revolutionize teaching and learning by utilizing technology to accelerate student learning. The goals of this strategy are to increase student engagement (student usage); improve instruction (teacher usage in class); integrate into curriculum (curriculum alignment); and, provide individualized learning opportunities (remediation/supplemental programs). Three web-based programs will be used to address students' needs across grade levels and in specific subject areas: Reading Plus, Study Island, and Math Facts in a Flash. Each of these programs are aimed to meet students at their level and provide additional support to move students to the next performance level. Results are evidenced and researched based.

The Reading standard of greatest challenge for the previous year (11-12) is Word Study and Comprehension. Also factored into this calculation are the percentage of the test and the percentage of the school average to the points possible on the test. The last three years of MEAP data has shown the overall standard of greatest challenge is --. Based on this data and research results from the What Works Clearinghouse (WWC), an initiative of the U.S. Department of Education's Institute of Education Sciences, the Reading Plus program was selected as a reading intervention program. This program uses 21st century technology to provide a unique, independent practice environment designed to ensure immediate and frequent success. Students will build independent reading skills and confidence to prepare them for standardized assessments, academic success, and challenges beyond elementary school. The Reading Plus program has been proven to produce substantial gains in reading rate and comprehension for students in grades three through college.

Reading Plus

Reading Plus is designed to assist struggling readers with improving their reading fluency and comprehension skills utilizing silent reading assessments and remediation. The program utilizes research based instructional strategies to build vocabulary and increase reading proficiency. Students who participate in Reading Plus have shown significant improvements on standardized tests such as MEAP and ACT. Reading Plus has achieved substantial gain with students at-risk for reading difficulties. The skills improved by reading plus will help students "read and comprehend complex literary and informational texts independently and proficiency" (CCRA.R.10) which is a require college and career readiness standard for reading. This skill will translate across all content areas and grade levels.

Study Island

Study Island is a web-based tool designed to assist schools in effectively implementing RtI strategies within their classroom. This program incorporates differentiated instructional delivery mechanisms and progress monitoring tools into a standards mastery program. Study Island provides the capability to create customized assessments and diagnostics aligned to state standards. It goes beyond the traditional workbook-style skill practice. Lessons are self-paced and in a student-friendly format that is engaging and motivating to students.

Math Facts in a Flash

Math instruction involves both numeracy fluency and problem-solving skills. While Study Island provides support for understanding math concepts, Math Facts in Flash will aid students in improving their math fluency of basic skills. Math Facts in a Flash offers sequential practice of addition, subtraction, multiplication, and division facts to help build automaticity. The federal What Works Clearinghouse (WWC) Practice Guide states, "Quick retrieval of basic arithmetic facts is critical for success in mathematics." Research has shown that Math Facts in Flash has aided teachers in significantly improving computational fluency. Studies indicated that when students completed 10 Math Facts in a Flash tests within a 30 day period demonstrated high achievement on benchmark tests as opposed to those who did utilize the program.

These programs are designed to address both students in the bottom 30% meet growth target in all content areas. In addition, Study Island will be used to strengthen science proficiency. Since each of these programs track usage and progress data, students will be able to continue with intervention efforts until ready to move back to Tier I.

According to the NRC National Science Standards, research shows that children learn science best when doing science. In accordance to this research and the Michigan Science Grade Level Expectations, hands-on scientific exploration is embedded into our Kindergarten through eighth grade learning experience. Students learn how to generate questions, research, and develop solutions

to the physical world around them. At the initial stages, teachers lead students through the process of scientific inquiry. As the curriculum builds, students become independent investigators in scientific exploration. The culmination of the student's participation in our Science curriculum is their ability to fully engage in the process of science as independent learners. To provide students with the ultimate scientific experience, DAAS uses Pearson Interactive Science as our science curriculum. Supplemental laboratory kits provide students' with hands-on scientific experiences and allow DAAS to provide laboratory experiences for each unit of study at all grade levels. These real-world and hands-on experiences build students' curiosity and interest in Science.

The key instructional plan to address science improvement is to ensure that students have the opportunity to "do" science through hands on learning experience.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

After setting a plan for student learning, it is important to monitor and evaluate student achievement and answer the question, "How will we know if students learned?" Using several assessment tools, we will be able to monitor and evaluate student progress. We will be able to determine where children are, and where they need to be, to successfully pass local academic standards and state mandated assessment

Based on or data, we will be able to provide timely interventions in the classroom or enroll students in intervention classes which will assist them wherever the need it.

A data driven curriculum calls for an aggressive assessment plan; therefore, we will be utilizing several tools to monitor and measure student progress. We will be using MEAP, Scantron Performance Series (PST), common assessments and data from supplemental instructional programs such as Study Island, Reading Plus, and Math Facts in a Flash. Data from these programs will be monitored regularly to determine movement within RtI Tiers and differentiated instructional efforts.

In order to determine the school's comprehensive reform for instruction, we must analyze multiple sources inform and differentiate instruction to meet individual student needs. Mi Excel's Instructional Learning Cycle will serve the school's plan to monitor student performance. The Instructional Learning Cycle provides the process for making data driven instruction.

Scantron Performance Series Test

There are several assessments we will use to measure student growth. The Scantron Performance Series assessment system, which provides a broad-spectrum analysis of student performance as well as intervention options that, can be employed to intercede, restructure and support the learning process. This sophisticated system will also align the instruction with the state standards and common core standards for each grade level.

The following process will be used to determine student learning toward priority standards and improvement over time.

1. Identify the priority standards based on data analysis
2. Unpack the standards to create learning objectives
3. Create pre and post assessments
4. Track data from formative assessments
5. Track student achievement
6. Employ interventions for students who did not master standard(s)

Achievement will monitored every two weeks to ensure progress and proper interventions have been deployed for students.

Instead of having a "data team" PLC teams will learn to use data at the classroom level.

Progress toward benchmarks will be reviewed through the use of the Instructional Learning Cycle. Professional Learning Teams with analyze results from common assessments and pre- and post- assessments. According to Ainsworth and Viegut (2006) in Common Formative Assessments, "High-quality classroom data clearly reflective of the student's attainment of the most critical academic content are the data teachers need to be able to analyze in order to determine if students are indeed "hitting the target."

To ensure that high-quality classroom data is routinely available to teachers, Professional Learning Communities will:

- conduct data mining
- identify where the majority of students are performing within score distribution bands
- discuss and address standards of greatest concern
- determine where and when deficient standards are taught
- "unwrap" grade level content expectations and common core standards based on the work of Larry Ainsworth
"Unwrapping" the Standards: A Simple Process to Make Standards Manageable
- determine skills required for students to meet standards

PLC teams will devise Content Action Plans (using template from MDE Process Mentor Guide), which consists of writing Student Learning Objectives to address deficient areas. Instructional staff will use these actions plans. Teachers will collaboratively create pre and post assessments that will measure student learning on these short-term objectives.

The Content Action Plans will provide instructional staff with a map to meet short-term goals and objectives as well as individual student learning objectives.

9. Provide increased learning time

a. Extended learning time for all students in the core areas

DAAS has redesigned the academic schedule to increase learning time in the core academic subjects. The following changes have been made to the master schedule:

- Reduced the lunch periods from 35 minutes to 25 minutes to add 1,750 minutes of additional core instructional learning time
- Added a math lab for all third through fifth grade students. This increases math instruction from 55 minutes to 90 minutes daily.
- Added a reading lab class for all third through fifth grade students. This increases reading instruction from 55 minutes to 90 minutes daily.

This additional instructional time gives teachers the opportunity to provide direct instruction, introduce special project, and offer enrichment activities. With the additional time spent in reading and mathematics, students have the opportunity to participate in differentiated instruction at their instructional level. The lab courses provide students with hands-on learning opportunities to build skills in deficient areas.

A six-week summer school program is offered to all students. The program is designed to provide enrichment in the core content areas with a focus on skill building. Students will have the opportunity to receive more personalized instruction in smaller classrooms. Within the Summer School program, there will be opportunities for students close gaps in their achievement in all subject areas.

In addition to summer school, DAAS will offer an Afterschool program.

b. Extra time has been allotted for in Instruction in other subjects and enrichment activities that contribute to a well-rounded education

All students have the opportunity to take an elective course. Students choose from art, instrumental music, vocal music, media arts, drama and Spanish. Additionally, the departmentalization of instruction allows teachers plan cross-curricular S.T.E.A.M. projects.

c. Extra time has been allotted for teachers to collaborate, plan and engage in professional Development

Daily teachers are given an additional forty-five minutes to meet in grade level PLCs. The time is built into the teachers' schedule to allow for student planning, lesson planning, research, technology development and parent conferencing. This time is also made available to allow for teachers to collaborate with each other in their Grade Level PLC to discuss cross-curricular activities and monitor student progress. During team meetings, teachers also review data and learning

goals that provide real-time data and analysis, discuss student progress to explore alternative educational practices to meet student needs.

10. Provide ongoing mechanisms for family and community engagement

It is our first obligation to positively engage the parent in school activities on a regular basis. Parents are encouraged to be present for student performances and special recognition ceremonies, participate in scheduled parent teacher conferences, serve as volunteers for special activities and student excursions and to generally assist the classroom teacher when requested and appropriate.

We know that the parent plays a critical role in partnering with the school by maintaining high performance expectations for their child(ren); reinforcing what is taught in school; allocating an at-home time and space for focused study; spending after-school and weekend time focusing on specific skill development and expanding learning experientially; and, most importantly reading with their child for pleasure and discovery.

We expect this to be a guided process that will take advantage of the activities described below.

Beyond these typical activities we also provide a Parent Resource Center that offers them training on the use of the computer and prepares them to access to those resources that link, monitor, and coordinate opportunities which will assist them in addressing family, business and communication concerns. Through the Center's computer access, parents are able develop professional resumes, explore potential job opportunities and pursue advanced educational certificates on line. In the future, through our Parent Resource Center, we plan to provide an on site option that will support GED preparation to enhance the parent's personal growth and receive their high school diploma.

Through the Parent Connect at-home computer option, parents are able to stay abreast of their son or daughter's current achievement levels, readily understanding and reviewing their progress. This option supplements teacher parent conferences and is not expected to replace the value added by personal connections.

Parent Seminars have also been developed which are designed to address a parent's personal development. We believe that the more information a parent possesses, the better prepared they are at parenting and the more productive and supportive they can be in their child's education. Our parent seminars, "Parents as Partners," are held on a monthly basis and address such concerns as managing household finances, working with your child on the basics of instruction - how to approach reading and math with understanding and compassion; how to support your child in developing career goals and plans; how to plan for and direct their own futures; and, current educational issues that affect children across the nation. This is where we begin and will continue to extend understandings and to build relationships. Slowly, our parent participation is increasing as awareness and trust develop. We will continue this training through external consultants to assist in building our parent and community synergy in this and future school years. This year's topics will include:

- 16Understanding of a child's developmental milestones;
- 16Positive techniques for behavior management at home; and,
- 16Understanding educational test data

Individual, corporate and social service partnerships will also be sought to build educational options for our students and to expand our services to the broader community. This school year, efforts will be made to establish supportive partnerships with such community organizations as Black Family Development and the Human Services Department with the City of Detroit to ensure that we consider the needs of our families going forward -- all in an effort to remove some of the external barriers that affect learning progress.

First of all, it will be important that potential partners understand, accept and embrace our district's mission, vision, values, goals and objectives. Secondly, it is imperative that we connect them to a particular aspect of our growth and development that clearly defines where they can dedicate their resources, both human and financial. Finally, a plan of

action must clearly define expectations and a process for evaluating the intended outcomes. Partners will be encouraged to be an integral partner in visibly moving the district forward.

One partnership that we have established is a Community Closet and Pantry to assist families in distress who are in need of clothing, food or even furniture. We have created individual, community organization and business connections to assist us in this regard - connections we intend to maintain and extend.

Other ongoing initiatives for family and community engagement include:

- The creation of Parent Teacher Planning Teams;
- The Development of a Parent/Community Advisory Council;
- Monthly Coffee Chat - light breakfasts held monthly with the Principal supporting informal discussions between the principal and parents; and,
- Improved parent, school, community and teacher communications through newsletters, fliers, e-mail, website and 'parent reach' communications.
- The creation of corporate, individual and business partnerships that help to plan and deliver human and/or financial resources to educational components currently out of reach due to a limited financial budget.

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

In accordance with the DAAS current organizational practice and the requirements of the Transformation model, the Board of Directors and the district CEO, has given the Principal the flexibility to make the appropriate decisions regarding the execution of the expected goals and objectives of the Plan. Thus, the Principal has full autonomy over staffing, calendars, budgeting, including the school's Title I budget in collaboration with the School Improvement Team and curriculum, among other programming expectations.

In the Plan, the Principal is given latitude to make appropriate decisions regarding the execution of the expected tasks. How the expectations are to be accomplished is the role of the Principal and her leadership of the building, the implementation of its organization, operational practices and the execution of the curriculum. Much is prescribed in this Plan, however, by design, operational flexibility is given to the Principal to substantially improve student achievement outcomes and ultimately graduation rates. The Transformation Plan only provides a blueprint for success.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

In order to ensure the highest quality of teaching and instruction, DAAS is committed to providing both internal and external opportunities for professional growth and development. The district will provide Instructional Coaches and Consultants to support the school's implementation and evaluation of the Redesign Plan. Externally, school leaders and staff will be given opportunities to learn from experts in various fields representing our current student needs. Partnerships will be established between Wayne RESA's Student Achievement office and Michigan State University. Oakland University the school's charter authorizer has agreed to provide support to the school. The district will participate in workshops and conferences offered by the Wayne RESA, Michigan Department of Education, and other external partners or organizations (i.e. MAPSA, MAISA, MEMSPA supporting school transformation).